

FROM ASSESSMENT TO PROGRAMMING

STUDENTS WITH SIGNIFICANT READING DIFFICULTIES



LaST Conference

March 2013

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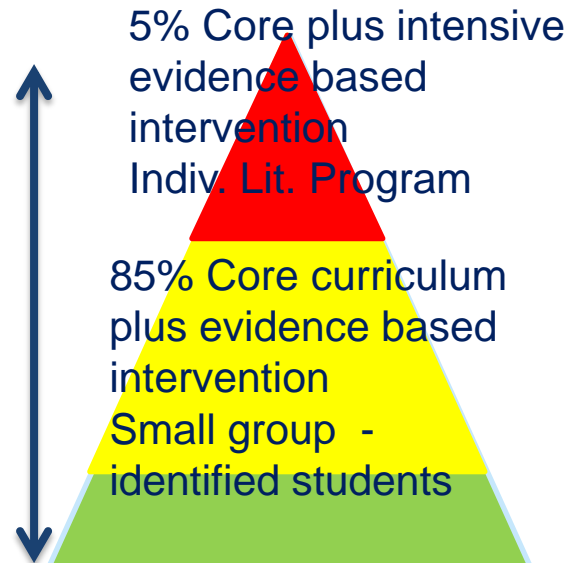
A three tiered approach to literacy, assessment, teaching and additional support

Intensive Instruction

Students require ongoing remediation in response to their individual needs and appropriate adjustments after comprehensive assessment

Individuals identified as 'high risk'

Learning support team
Individual Education Plan
Interagency collaboration –Health, ADHC, Regional support, school counsellor
Special provisions
Integration funding



Targeted instruction

(in addition to tier 1)
Provided for students identified as not making expected progress despite evidence based instruction.

Class groupings / streaming

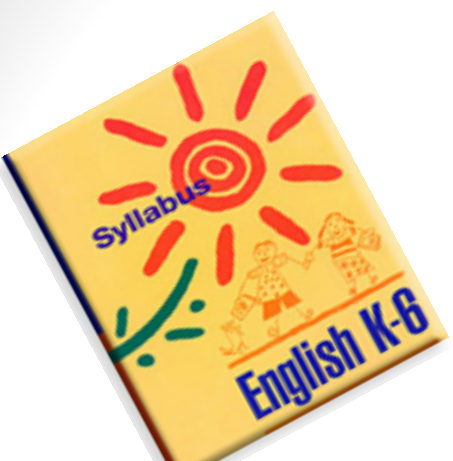
Universal Instruction All

Students receive research based high quality general education that incorporates ongoing classroom based assessment and progress monitoring to design instruction

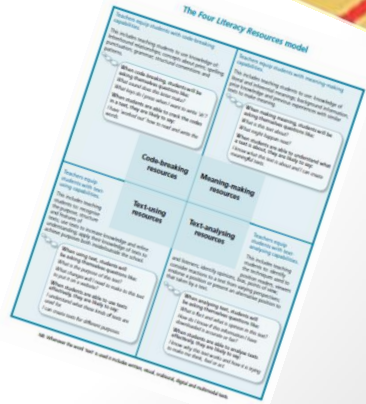
All students all settings

Quality Teaching
Whole school approach to literacy/numeracy
Systematic phonic work as part of a balanced reading program

The Literacy Continuum K-6

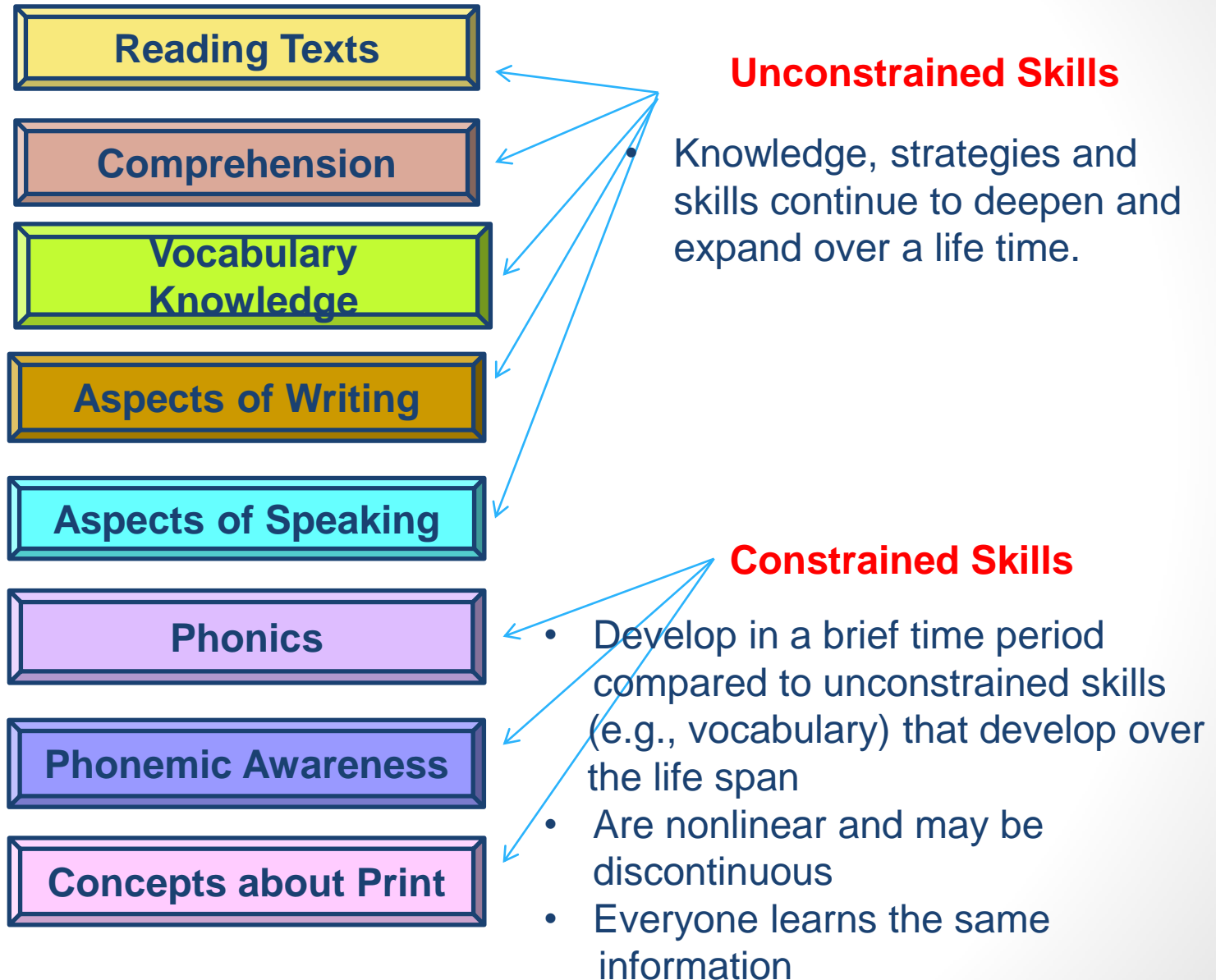


	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Cluster 9	Cluster 10	Cluster 11	Cluster 12
Reading texts												
Comprehension												
Vocabulary knowledge												
Aspects of writing												
Aspects of speaking												
Phonics												
Phonemic awareness												
Concepts about print												



Critical aspects and definitions

The Critical Aspects of Literacy



The interactive literacy continuum

(google: march digital literacy continuum)

- <http://www.marchdigital.com/continuum/literacycontinuumchart170368.html>

Literacy continuum K-6

NSW Government Education & Communities NSW Curriculum and Learning Innovation Centre

Teaching ideas

- Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.
- Shows awareness of the need to justify opinions with supporting evidence.
- Locates resources and accesses information when planning.
- Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.
- Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival

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arten	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6		
	5th Cluster (Best Start Level 4)	6th Cluster (Best Start Level 5)	7th Cluster (Best Start Level 6)	8th Cluster (Best Start Level 7)	9th Cluster (Best Start Level 8)	10th Cluster	11th Cluster	12th Cluster
Reading texts	*Reads texts with varied sentence patterns and several lines of text per page. *Demonstrates increased	*Understands that pathways for reading literary and factual, print and screen texts can be navigated in different	*Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.	*Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.	*Reads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time.	*Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and	*Reads for sustained periods (20-30 minutes) and sustains understanding in longer texts over time, e.g.	*Reads increasingly longer novels and subject texts using a range of effective word identification strategies
Comprehension	*Responds to questions about a characters, actions, qualities, characteristics by expressing an opinion	*Retells and responds to incidents from a story book or film with attention to plot elements such as setting.	*Responds to texts by referring to prior experiences. *Responds to and analyses a text by	*Refers to prior knowledge and experiences to build understanding of a text.	*Builds understanding during reading by discussing possible consequences of actions and events.	*Interprets text by inferring connections, causes and consequences during reading. *Responds to and	*Analyses and evaluates the ways that inference is used in a text to build understanding. *Re-examines sections of	*Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations
Vocabulary knowledge	*Uses knowledge and understanding of topic words when reading, writing and speaking.	*Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing.	*Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this	*Uses words and phrases, for effect, e.g. to create images, to add emphasis, to create atmosphere.	*Uses synonyms for a range of common words. *Uses simple content specific vocabulary in	*Demonstrates understanding that words can have different meanings in different contexts.	*Makes effective word choices in response to purpose and audience when creating texts. *Demonstrates	*Uses new words for known concepts, e.g. bilingual for happy. *Intentionally uses appropriate content
Aspects of writing	*Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text.	*Creates longer texts supported by visual information, e.g. diagrams, maps, graphs on familiar topics for	*Plans texts by making notes, drawing diagrams, planning sequence of events or information, etc.	*Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less	*Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to	*Draws ideas from personal experiences, other texts and research to create imaginative, informative and	*Writes coherent, structured texts for a range of purposes and audiences. *Deliberately structures	*Writes sustained texts for a wide range of purposes. *Makes choices about the type and form of
Aspects of speaking	*Provides elaboration to questions seeking further information. *Records events and experiences in logical	*Expresses a point of view about a topic and information about an expanding range of texts/topics.	*Expresses a point of view about a topic and listens to and accommodates the viewpoint of others.	*Expresses more detailed ideas and justifies a point of view about familiar topics/topics.	*Plans and delivers oral presentations on an extended range of topics for audiences beyond the immediate	*Provides detail and supporting evidence in a logical manner when speaking about options and ideas.	*Appropriately questions the viewed text and forward, and expresses disagreement with sensitivity to the	*Effectively sustains a point of view throughout a discussion or debate, drawing on a range of sources to provide
Phonics	*Blends initial consonants with common vowel patterns or word families.	*Segments sounds in consonant clusters to spell unfamiliar words. *Uses familiar words and letter clusters to	*Recognises that common syllables in words can have different	*Knows common sounds for vowel digraphs and uses syllabification when reading/spelling.				
Phonemic awareness	*Says the new word when one phoneme is substituted for another (phoneme substitution), e.g. swap the p in spin with b.	*Manipulates phonemes (add, delete and swap) to generate new words, e.g. swap the p in spin with b.						
Concepts about print	*Understands that punctuation and capital letters support meaning.							

Literacy continuum (K-6)



Education & Communities

Prior to school	End Kindergarten				End Year 1		End Year 2
1st Cluster (Best Start Level 0)	2nd Cluster (Best Start Level 1)	3rd Cluster (Best Start Level 2)	4th Cluster (Best Start Level 3)	5th Cluster (Best Start Level 4)	6th Cluster (Best Start Level 5)	7th Cluster (Best Start Level 6)	8th Cluster (Best Start Level 7)
<p>*Recognises own name.</p> <p>*Engages in shared reading of familiar texts with repeated language patterns.</p>	<p>*Reads one or two words in environmental print/texts.</p> <p>*Reads some words in a sentence correctly.</p>	<p>*Reads one or more sentences correctly in environmental print/texts.</p> <p>*Reads one or more sentences correctly in a</p>	<p>*Reads all or most of a more challenging story book.</p> <p>*Maintains fluency when reading texts with varied</p>	<p>*Reads texts with varied sentence patterns and several lines of text per page.</p> <p>*Demonstrates increased</p>	<p>*Understands that pathways for reading literary and factual, print and screen texts can be navigated in different</p>	<p>*Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.</p>	<p>*Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.</p>
<p>*Responds to stories read aloud/viewed by connecting information and events to personal experiences.</p>	<p>*Gives a sequenced retell of a story when prompted.</p> <p>*Recalls some details from illustrations in a</p>	<p>*Begins to understand inferred meaning.</p> <p>*Gives an unprompted sequenced retell of a story</p>	<p>*Interprets meaning by answering an inferential question correctly.</p> <p>*Responds to overall</p>	<p>*Summarises main points</p>	<p>*Retells and responds to incidents from a story book or film with attention to plot elements</p>	<p>*Responds to texts by referring to prior experiences.</p> <p>*Responds to and</p>	<p>*Refers to prior knowledge and experiences to build understanding of a text.</p>
<p>*Knows and uses a range of everyday words, e.g. colours, familiar objects, places, names of family members.</p>	<p>*Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. big,</p>	<p>*Begins to understand inferred meaning.</p> <p>*Gives an unprompted sequenced retell of a story</p>	<p>*Interprets meaning by answering an inferential question correctly.</p> <p>*Responds to overall</p>	<p>*Summarises main points</p>	<p>*Retells and responds to incidents from a story book or film with attention to plot elements</p>	<p>*Responds to texts by referring to prior experiences.</p> <p>*Responds to and</p>	<p>*Refers to prior knowledge and experiences to build understanding of a text.</p>
<p>*Engages in writing-like behaviour using scribble or strings of letters.</p> <p>*Attempts to write own name, e.g. one or two</p>	<p>*Clear attempt to write name (may not be correct spelling).</p> <p>*Writes at least one recognisable word (may</p>	<p>*Begins to understand inferred meaning.</p> <p>*Gives an unprompted sequenced retell of a story</p>	<p>*Interprets meaning by answering an inferential question correctly.</p> <p>*Responds to overall</p>	<p>*Summarises main points</p>	<p>*Retells and responds to incidents from a story book or film with attention to plot elements</p>	<p>*Responds to texts by referring to prior experiences.</p> <p>*Responds to and</p>	<p>*Refers to prior knowledge and experiences to build understanding of a text.</p>
<p>*Listens and responds to simple oral questions, instructions and requests.</p> <p>*Engages in simple conversations with peers</p>	<p>*Names a favourite character from a story that has been read.</p> <p>*Shows some changes to pace and volume for</p>	<p>*Begins to understand inferred meaning.</p> <p>*Gives an unprompted sequenced retell of a story</p>	<p>*Interprets meaning by answering an inferential question correctly.</p> <p>*Responds to overall</p>	<p>*Summarises main points</p>	<p>*Retells and responds to incidents from a story book or film with attention to plot elements</p>	<p>*Responds to texts by referring to prior experiences.</p> <p>*Responds to and</p>	<p>*Refers to prior knowledge and experiences to build understanding of a text.</p>
<p>*Identifies one letter that is the same in two words.</p> <p>*Identifies some letter names, e.g. first letter of</p>	<p>*Identifies two or more letters that are the same in words.</p> <p>*Identifies some letters that are the same in more</p>	<p>*Begins to understand inferred meaning.</p> <p>*Gives an unprompted sequenced retell of a story</p>	<p>*Interprets meaning by answering an inferential question correctly.</p> <p>*Responds to overall</p>	<p>*Summarises main points</p>	<p>*Retells and responds to incidents from a story book or film with attention to plot elements</p>	<p>*Responds to texts by referring to prior experiences.</p> <p>*Responds to and</p>	<p>*Refers to prior knowledge and experiences to build understanding of a text.</p>

- Names all letters in a word.
- Says most sounds in a given word.
- Spells unknown words phonetically with most letters in the correct sequence.
- Recognises, says and writes names and common sounds of alphabet.

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Learning Difficulties

The generic term **learning difficulties** refers to students who exhibit problems acquiring academic skills as a **consequence of a range of causes.**

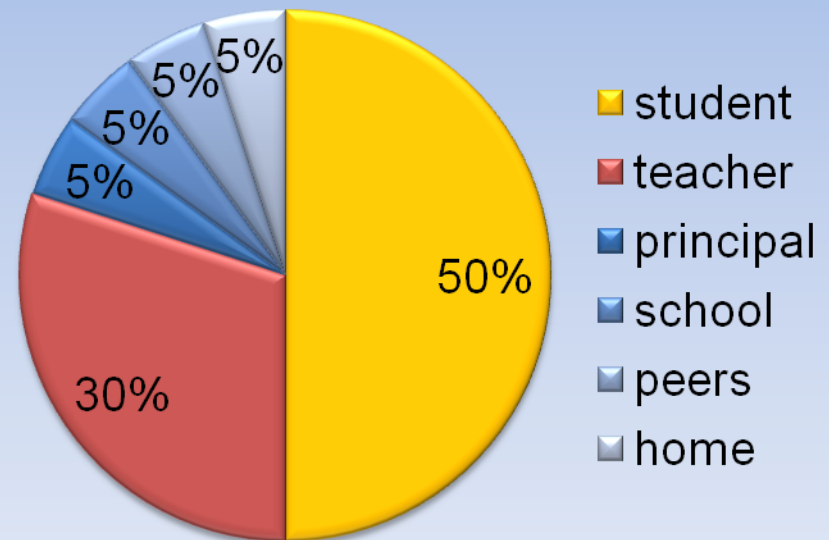
These include:

- Curriculum content
- Inadequate, inappropriate or insufficient teaching
- Too little time devoted to practice
- Distractions in the learning environment
- Interrupted schooling
- Emotional or behavioural difficulties eg trauma
- Inadequate environmental experiences – limited background knowledge
- Difficulty maintaining concentration and attention, thus causing difficulties in attending to the learning environment
- Inefficient approach to learning
- Lack of support from home
- Less commonly, vision or hearing problem

Teaching makes a difference

- Acknowledging the impact of significant difficulties in reading does not mean that these children cannot make progress in learning to read.
- Students who experience difficulties in learning to read require effective instruction that is both targeted and intensive.
- Training teachers to understand significant reading difficulties supports the early identification and response to the learning needs of students.

Sources of variance in student achievement



Scientific Based Research Supports Better Literacy Outcomes

Scientific based research has identified the following areas that we need to address in the reading process to achieve successful outcomes

- Phonemic Awareness
- Phonics (word study, and spelling)
- Sightword recognition
- Fluency
- Reading Comprehension, vocabulary

All Components require direct, explicit and systematic delivery.

Struggling readers lack

- **Literacy related skills**

language, vocabulary, phonological awareness, word recognition

- **Prerequisite skills**

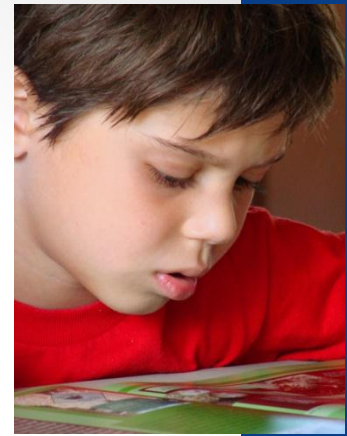
reading experiences, knowledge of text structures, task demands, background knowledge

- **Metacognitive skills**

Memory, attention, self monitoring, self regulation

- **Good instruction**

opportunities to learn, practice, integrate, generalise



Assessment in Literacy



What do you use? What information do they provide? What do you find the most useful?

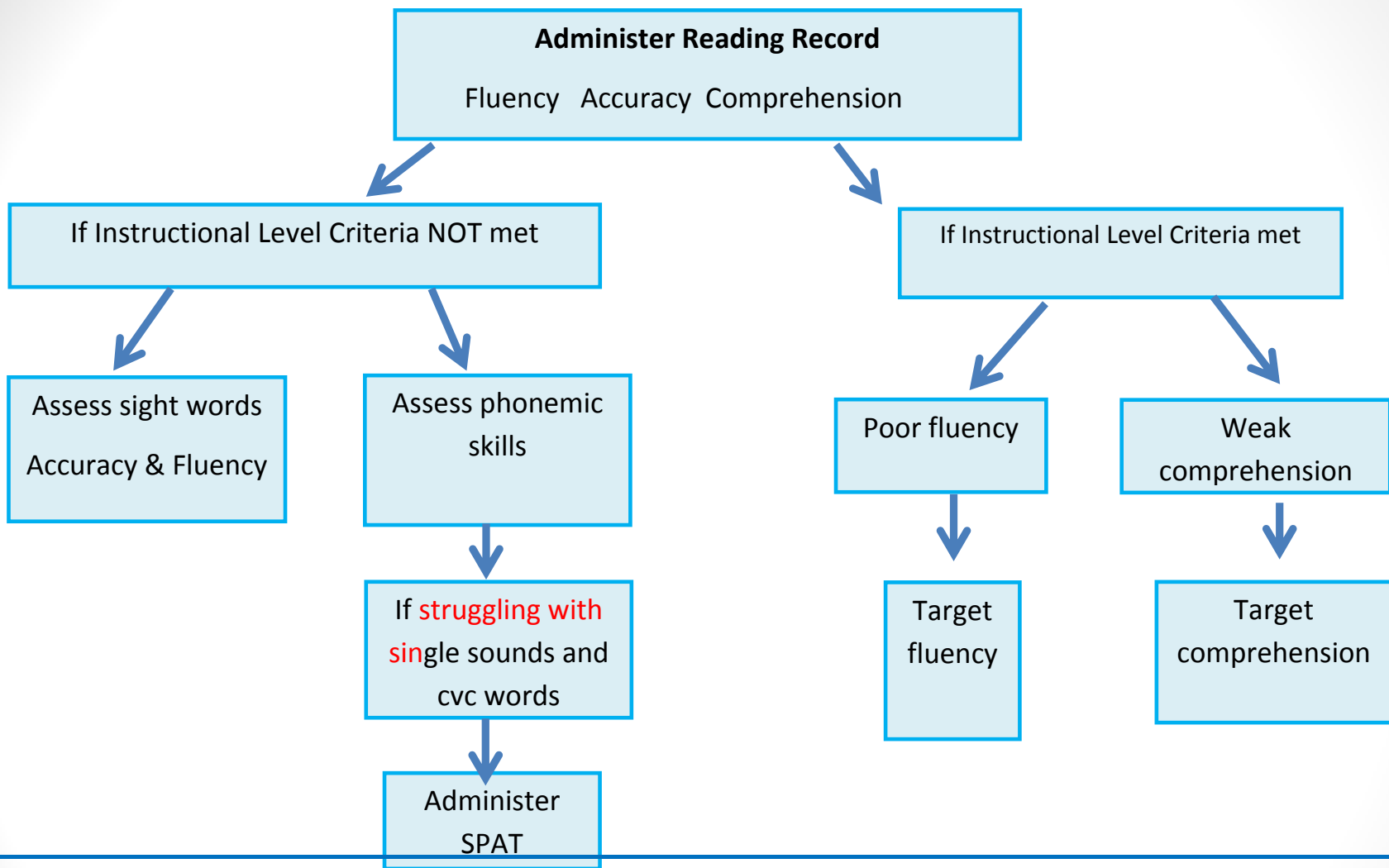
Specific level assessment tasks

Reading records: fluency, accuracy, comprehension

Sight words

Educheck

Sutherland Phonemic Awareness Test (SPAT)



In Learning to Read...

Children must learn to use different sources of information

VISUAL INFORMATION

Phonological and Graphological Information

Information about the sounds of language and how it looks in print



STRUCTURE

Grammatical Information

Information about correct language usage



MEANING

Semantic Information

Information about what makes sense



Language and background experience are also important

CUEING SYSTEMS

- **SYNTACTIC CUES** – cues from our experience of the structure and the pattern of language.
- For example - “Can I come in?” said little Teddy.
“ I am for my mother.”
- **SEMANTIC INFORMATION** – cues about meaning which come from our knowledge of the subject.
- For example - Teddy went to the supermarket.
“ I want to buy ” said Teddy.
- **GRAPHOPHONIC CUES** – cues from our knowledge of the conventions of print, the way words look, the relationships between sounds and letters within particular words.
- For example - Teddy went to see the Rabbit.
“Can I come in?” said little Teddy.
“ I am looking for f.....”
“ I am looking for f.....sh”

Reading records

Provide an accurate description of oral reading behaviour.

- Accuracy: errorless reading
- Fluency: level of phrasing, accuracy and rate (1 min read)
- Comprehension: undisputed purpose of reading

Questions to guide your observation of students' reading

- Is the student reading for meaning?
- What strategies does the student use to self monitor?
- Does the student use the sources of information to anticipate words and phrases?
- If an error is made, does the student check one source against another eg meaning with visual?
- Does the student predominantly rely on one source of information

Taking a reading record

- **Orientate all texts prior to taking reading record**
- **Tell the student the title, ask the student to reread the title. The title is not included in the scoring**
- **Introduce names (Proper nouns are only counted as errors the first time)**
- **Student reads for 1 minute timing. If meets criteria then student continues reading text without being timed.**
- **When a student comes to an unfamiliar word, wait for a response. If the response is incorrect, tell the student the word. (T=told)**
- **Use ticks for each correct response and record all attempts and errors in full**

- Calculate the number of errors, fluency, accuracy and the self correction rate.

Repetitions are not counted as errors

Uncorrected errors, omissions and insertions are counted as errors

Non standard pronunciations and breaking words into parts are not counted as errors

Errors that are self-corrected (without any prompting) is counted as a self correction and not an error

- Assess comprehension if text is at instructional level.
- Before asking questions allow the student time to reread the text silently ???

Reading record conventions

Self- Correction

march (sc)
match

Substitution

march
match

Omission

match

Insertion

He decided when
 ^ to strike the match.

Told

_____ T
match

Appeal

A
match

Repetition

←
He decided to

Calculations

RW= Running words

E = Errors

SC = Self Corrections

Accuracy: $\frac{RW - E}{RW} \times 100 = \text{___}\%$ eg $\frac{200 - 16}{200} \times 100 = 92\%$

Self Correction Rate: $\frac{E+SC}{SC}$ eg $\frac{15+5}{5} = \text{Ratio } 1:4$

Analysing Reading Records

What cue does student use?

Meaning – trying to make sense of what is being read (M)

Structure – knowledge of language patterns being used (S)

Visual Cues - (V)

Phonological - Do the letters match the words on the page

Graphological – Do the words I say match the words on the page

ANALYSIS

Graphological and Phonological (Visual) cues-
what the words and letters look like. Does the
substitution look like the word in the text?

here's

Text: I like to see horses at the farm.

cues used

M S V

Grammatical (structure) cues – the structure of the text
to point of error. Does it sound right

fly

Text: I like to see horses at the farm.

M S V

Semantic (Meaning)cues - meaning or general context
of story is reflected in the error

ponies

Text: I like to see horses at the farm.

M S V

houses

Text: I like to see horses at the farm.

M S V

Sightwords

For instructional purposes high frequency words are usually referred to as sight words or sight vocabulary because we would like our students to recognise them in less than a second.

Why?

Because this enhances their chance of getting to the end of a sentence in time to remember how it began.

the

who

was

they

These words cannot be sounded out. Must be read automatically.

Teacher's copy

Student's name: _____ Date: _____

Johnson's Word List

the				out				our				how			
of				so				over				too			
and				said				man				little			
to				what				me				good			
a				up				even				very			
in				its				most				make			
that				about				made				world			
is				into				after				still			
was				than				did				own			
he				them				many				see			
for				can				before				men			
it				only				must				work			
with				other				through				long			
as				new				back				get			
his				some				years				here			
on				could				where				between			
be				time				much				both			
at				these				your				under			
by				two				way				never			
I				may				well				day			
this				then				down				same			
had				do				should				if			
not				first				those				my			
are				any				people				now			
no				like				Mr				because			

Johnson's
word list to
assess
sightwords

Need to distinguish between Phonological Awareness, Phonemic Awareness & Phonics

- **Phonemic Awareness:**
the ability to hear, identify, and manipulate individual sounds-phonemes-in spoken words.
- **Phonological Awareness:**
a broad term that consists of phonemic awareness but also encompasses awareness of words, rhyme, syllables and onsets and rime.

What Skills Does Phonological Awareness Include?

Phonological Awareness Development Continuum

- Word awareness

Syllable awareness

Rhyming /Alliteration

Sentence segmentation

Syllable segmentation & blending

Onset-rime blending and segmentation

Phonemic
Awareness

Blending & segmenting individual phonemes

Phoneme deletion & manipulation

(Modified from O'Connor, Notari-Syverson, & Vadasy, (1998).

✓ High Priority Skills



Phonics:



- Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words.

WHY?

- to comprehend what we read we need to be able to decode unfamiliar words quickly so that attention is not taken.

educheck

Developing behavioural and instructional solutions

NEAL PHONEMIC SKILLS SCREENING TEST

NAME: _____ AGE: _____ DATE: _____

LETTER SOUNDS										PHONEMIC SKILLS	
a m s e		if lag	up zip	at bud	on yen	pug rod	wit wax	fez jut		cv cvc	
r d f i		chop quiz	thick which	shun thud	whet lash	chuck quit	chess shock			consonant digraphs	
t n c o		swim skip	spat bled	trot crab	grim twig	drum scab	flog fret	glen plop		consonant blends ccvc	
h u g l		wept tiff	gulp next	zest ramp	list sink	colt rift	bust yell	limp kelp	fold jazz	cons. blends cvcc & double consonants	
w v p b		hitch splat	scrub bunch	strap shrug	fetch clutch	thrip prompt	botch strict			cons. blends 3 consonants/ digraphs	
y x j z		cube vice	hive globe	cute rote	nape slate	mile gripe	poke crime	lame graze	wage froze	long vowels cvcc and consonant blend ccvc	
qu th er sh		seen jaw loom	pert cart fowl	raid ray nigh	burn firm mall	oats head tow	meal curt guy	loin gout hoe	horn laud soy	coax pew thief	vowel digraphs/ diphthongs
wh ch ck		picnic hopeless	visit undertake	cricket pressing	umbrella wicked	expect message	reject engaged				compound suffix, prefix, multi syllable words
oo oa or		lamb salmon wrong	measure knit phrase	blind various cough	canyon gnaw echo	dispute initial concise	ration vague physics				Misc
ai al ea ou		gac chen	kez thack	vum shol	hon whid	jis quox					Pseudowords
ar ir ur		Dagmar Neal A.U.A., Dip. T. (Adel.), B.A., M.A. (Macq.) Permission to reproduce granted								Educheck 1988 (First Developed 1984)	

Educheck
to assess
phonic
skills

Educheck

if ✓

up ✓

at ✓

on ✓

p/u/g ✓

wet
w/i/t x

f/i/z
fez x

leg
lag x

z/i/p x

b /u/b
bud x

yen x

road
rod

wax ✓

jut ✓

SUTHERLAND PHONOLOGICAL AWARENESS TEST

Name:		Date:
Grade:	Age:	Examiner:

A. SYLLABIC AND SUBSYLLABIC LEVEL			
1. SYLLABLE COUNTING * Stimulus Page 1 Demo: kangaroo Practice: alligator picnic..... television..... elephant..... supermarket..... /4 P E F +/-	2. RHYME DETECTION * Stimulus Page 1 Demo: cat, bell, bat Practice: pig, dig, cup map, tap, kite..... sun, shirt, gun..... fox, box, zip..... wall, fish, ball..... /4 P E F +/-	3. RHYME PRODUCTION Demo: can, fan ... man Practice: cat, fat, ... night, fight..... toe, show..... bed, red..... four, sore..... /4 P E F +/-	4. IDENTIFICATION OF ONSET Demo: ball Practice: sun fat..... moon..... torch..... girl..... /4 P E F +/-
B. PHONEMIC LEVEL (CVC)			
5. IDENTIFICATION OF FINAL PHONEME Demo: game Practice: boot bus..... cap..... roof..... duck..... /4 P E F +/-	6. SEGMENTATION (1) * Stimulus Page 1 Demo: up Practice: pin am..... go..... seat..... mug..... /4 P E F +/-	7. BLENDING (VC, CV, CVC) Demo: i, ce Practice: m, oo, n s, ee..... d, ay..... r, oa, d..... g, a, te..... /4 P E F +/-	8. DELETION OF INITIAL PHONEME Demo: boat (-b) Practice: meat (-m) tame (-t)..... shout (-sh)..... bark (-b)..... mat (-m)..... /4 P E F +/-
C. PHONEMIC LEVEL (BLENDS)			
9. SEGMENTATION (2) * Stimulus Page 1 Demo: sleep Practice: snake trip..... spoon..... beast..... bond..... /4 P E F +/-	10. CC BLENDS: DELETE FIRST PHONEME Demo: play (-p) Practice: clap (-c) smile (-s)..... gruff (-g)..... plate (-p)..... swing (-s)..... /4 P E F +/-	11. CC BLENDS: DELETE SECOND PHONEME Demo: brake (-r) Practice: smack (-m) stale (-t)..... plain (-l)..... frog (-r)..... slash (-l)..... /4 P E F +/-	Scoring: P: Pass = 3 or 4 correct E: Emergent = 1 or 2 correct F: Fail = 0 correct +/- Refer to Table 1: Skills Analysis Subtotal: /44
D. GRAPHEME-PHONEME CORRESPONDENCES			
12. NON-WORD READING * Stimulus Page 2 Write in child's response. Score 1 or 0. ig taf spob mesk scrad fouse ripadal /7		13. NON-WORD SPELLING Dictate words. Use spare sheet of paper. Score 1 or 0. af rog speg visk strom bouse makidos /7 (1: phonetically acceptable 0: unacceptable)	
TOTAL SCORE (Maximum = 58):		(Refer to Figure 1: SPAT Total Scores)	

Conclusions:

SPAT to
assess
Phonological
Awareness

SUTHERLAND PHONOLOGICAL AWARENESS TEST

STIMULUS PAGE 1

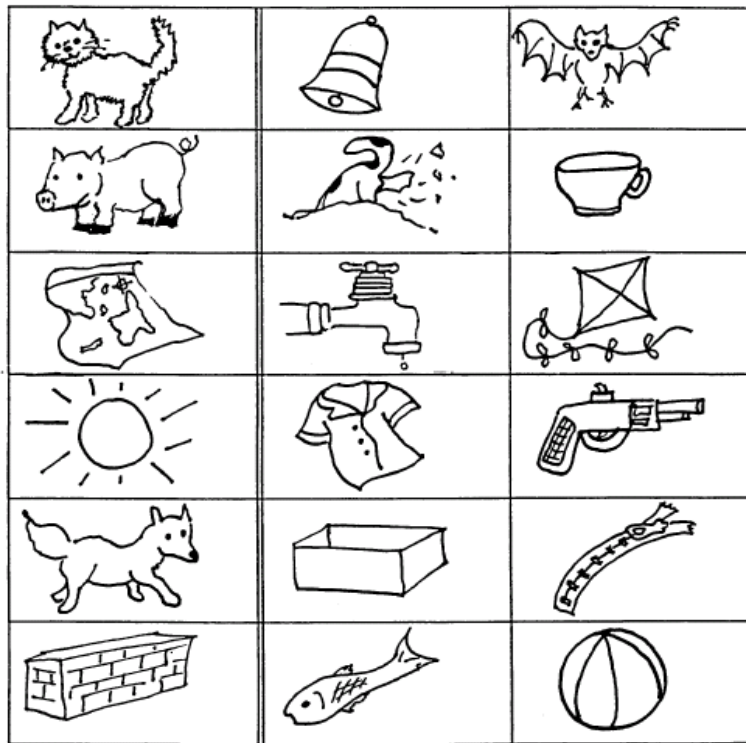
Subtest 1: Syllable Counting



Subtests 6 and 9: Segmentation of phonemes

1	2	3	4
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Subtest 2: Rhyme Detection



Session 2: From Assessment to Learning

- How do we make the link between specific skills assessment and programming for students who require additional support in reading?



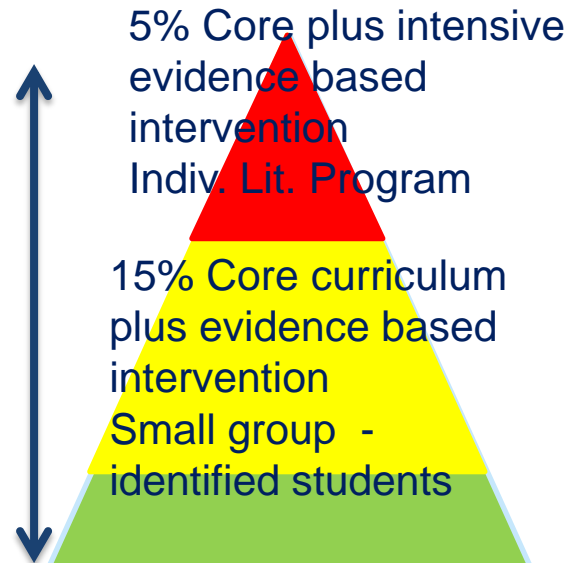
A three tiered approach to literacy, assessment, teaching and additional support

Intensive Instruction

Students require ongoing remediation in response to their individual needs and appropriate adjustments after comprehensive assessment

Individuals identified as 'high risk'

Learning support team
Individual Education Plan
Interagency collaboration –Health, ADHC, Regional support, school counsellor
Special provisions
Integration funding



Targeted instruction

(in addition to tier 1)
Provided for students identified as not making expected progress despite evidence based instruction.
Flexible grouping

Universal Instruction All

Students receive research based high quality general education that incorporates ongoing classroom based assessment and progress monitoring to design instruction

All students all settings

Quality Teaching
Whole school approach to literacy/numeracy
Systematic phonic work as part of a balance d reading program

Why are some students not successful in their core reading program?

- New information and skills are introduced at a rate that is too fast
- There isn't enough practice and review built into the program.
- The language of instruction doesn't match learner needs.
- There are too many lesson activities
- For children who are significantly behind, the core program may not provide **explicit** and **systematic** teaching and reinforcement of skills from previous years.

Assessment for learning



CONSIDERATIONS

Assess

Sequence skills and knowledge

Establish instructional goals

Design instructional materials/activities

Implement, monitor and evaluate

Do not teach things that look alike and/or sound alike together

Teach things that are easiest first and then move to those that are more difficult

Teach things that are most useful first

Use effective teaching strategies

Review previously taught skills and strategies

Guided practice

Followed by independent practice (to mastery)

Cumulative review

Prioritise and sequence skills and knowledge

Break the content into a series of manageable steps

Sequence the steps from easy to difficult

How do we know when a student has mastered a skill

Four phases

ACQUISITION

Getting it right

Demonstration, slow pace, reinforce accuracy



FLUENCY

Getting it right faster

Fast pace, reinforce speed of responding



APPLICATION & MAINTENANCE

Remembering it next time

Multiple examples, prompting, feedback



GENERALISATION

Using it in different circumstances

Provision of rules, wider range of examples



Reading Level	Phonological skills	Phonemic Awareness	Sightwords	Reading Fluency
Test (eg PM benchmark): Instructional level Book: Level: Accuracy: Comprehension: Fluency:_____ cwpm SC rate:	Test (eg Educcheck): Single sounds Score: /24 Unknown: cvc : Score: /14 Consonant digraphs Score: /12 Unknown digraphs: Scores: ccvc /14 cvcc /16 ccc /12 cvce /16 Vowel digraphs /27 Compound words Prefixes suffixes Multi syllabic words /12 Pseudowords /10 Comment:	Test (eg SPAT): Part 1: Total score: /44 Highlight area of need: syllable counting rhyme detection rhyme production identification-onset identification - final phoneme segmentation - vc, cv, cvc blending - vc, cv, cvc initial phoneme deletion segmentation ccvc, cvcc first phoneme deletion second phoneme deletion Part 2: non word reading /7 non word spelling /7 Comment:	Test (eg Johnson): Correctly read words in 1 minute: _____ cwpm Correct altogether: /100 Comment:	Fluency guidelines: Text reading K- year 2: 50-80 wpm (0-3 errors) Years 3-4: 80-100 wpm (0-3 errors) Years 5-6: 100-120 wpm (0-3 errors) Words in isolation K-2 25-30 cwpm 3-4 30-45 cwpm 5-6 45-50 cwpm Comment: